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TERMINAL REPORT

EDUCATION FOR WOMEN IN AFGHANISTAN

by

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Terminal Report - Dr. Ruth Smith

I feel that it has been a high privilege to participate in the work of the United States Operation Mission in Afghanistan as a member of the Columbia University Education Team. I have found my colleagues on the team challenging and creative in their thinking. I have found my association with the Afghan members of the Institute of Education, with the Ministry, and with the members of the staffs of the various schools with which we have been associated professionally rewarding to a high degree. I value greatly the new associations growing out of this experience and hope to continue my contacts with the team and with our Afghan colleagues through working in any ways the team may hold appropriate in assisting our participants during their periods of study in American educational institutions.

Orientation for Work in Afghanistan

At the time of my arrival in Afghanistan, Dr. Clarence Linton was chief of the Columbia Team. He took personal responsibility for helping me to learn about life in Afghanistan, and about the ways in which school programs in Afghanistan operate. My initial experiences with education in Afghanistan were with the laboratory schools for boys. Dr. Linton and the staffs of these schools helped me to understand the purposes basic to their work and something of the historic development of the teacher education program in operation in Darul MO'Allamein and in the three associated laboratory schools. Paralleling these experiences in the schools for boys, I attended regular professional meetings of the laboratory school teachers and regular meetings of the teachers of professional subjects at Darul Mo'Allamein. These meetings were from time to time attended by members of the Ministry of Education and by members of the faculty of the University of Kabul. All of the people involved in these experiences were extremely helpful to me as I worked to develop an insight into the aspirations of the Afghan people for the education of their women teachers.

My first meeting with a group of women was held in Malalai School. This meeting was arranged by the Ministry of Education. Those present were the directresses of the Women's Schools and my counterpart, Mr. Mohammad Hashim Rahimi, Miss Alice Fedder - Specialist in Library Science, Mr. Babury - her counterpart and a representative from the Ministry of Education. We discussed briefly what members of this group regarded as important problems in women's education, but the meeting was mainly social.

Following this meeting, Mr. Hashim and I spent most of our time visiting in the eight primary schools of Kabul and in the three secondary schools. We visited every classroom and met every teacher. Following these visits we suggested a program of in-service teacher education for the women teachers. We suggested that this program emphasize meetings to discuss professional problems and that these meetings be paralleled by regular visits to the classrooms of the teachers attending. We suggested that attendance at all meetings be on a voluntary basis and that the content of the meetings be designed to help teachers to do better the things they were already doing. We also made suggestions for a beginning pre-service teacher education program.

There was a long delay before the decisions of the Ministry regarding the implementation of the suggested program reached the Team. During this delay Mr. Hashim and I spent most of our time working on the programs of the Men's schools. Our activities included work on the Institute of Education Winter Session Program, including responsibility for three courses: Child Development, Beginning Reading Experiences, and Health Education. We also made a study of the existing program of Darul Mo'Allamein. Following the winter session, we received our reply from the Ministry. Our ideas in a general sense were approved but it was suggested that we attempt to do much less than we had planned. It was suggested that we give all of our time to In-Service Teacher Education and delay work in pre-service teacher education with secondary school students until later. The establishment of some laboratory classrooms, both primary and secondary was approved. Subsequent experiences in carrying out our work with the women indicated the wisdom of the Ministry in their judgements.

An In-Service Program of Teacher Education for Women Teachers of the Kabul Area

Based on the suggestions of the Ministry we organized five monthly in-service teacher education meetings which were held in the following schools:

Malalai - for both primary and secondary teachers

Zorghuna - for both primary and secondary teachers

Rabia -i- Balkhi - for both primary and secondary teachers

Mastoori Ghorri School - for primary teachers

Two meetings were held at Mastoori Ghorri each month, one in the morning for teachers of afternoon sessions and one in the afternoon for teachers of morning sessions.

The attendance at these meetings was, on the whole, satisfying. Directresses and headmistresses attended most of the meetings and supported us enthusiastically. Mrs. Massooma Wardakee, Inspectress of the Women's Schools, was interested in the program and attended one meeting. When the Women's Faculty of Science opened, some of the teachers attending this Faculty, had to discontinue their attendance at the in-service meetings. We regretted this and felt that their absence made a difference in what we were able to do. So we recommend that my successor try to make an arrangement for a special series of meetings for teachers attending the women's faculty, these meetings to be held at Malalai. It is possible that such meetings might eventuate into a professional course for secondary school teachers.

Following is a brief summary of the content of each series of meetings:

April Meetings: These meetings were designed to explain the in-service program for women teachers approved by the Ministry and to help us to identify problems with which the women felt that they wanted help. In general, these are the things we did:

1. Described the purposes of our meetings and how we planned to work.
2. Explained that we needed the help of the teachers in developing a program for the meetings and distributed a questionnaire designed to help teachers to think through their professional problems.
3. Gave a short talk on teaching as an important profession all over the world, emphasizing the important role women teachers can do play.

and

May Meetings: These meetings were designed to help the teachers to continue their analyses of their professional needs and to develop insight into the problems involved in obtaining suitable materials of instruction in a school system. We chose materials of instruction as an area of study because most of the teachers had expressed concern in their questionnaire over lack of appropriate textbooks and other instructional materials. We did these things:

1. Presented an analysis of the questionnaires filled out in the April meetings. We did this school by school because we wished to work directly in terms of the

expressed needs of each particular group of teachers. At the end of our presentation of the analysis, each teacher was given a mimeographed copy of the analysis of the questionnaires filled out by the faculty of her school.

2. Discussed "Materials of Instruction" as an area of professional concern of teachers all over the world.
3. Presented a chart showing what the Afghan Ministry of Education is now doing to develop more and better text books.
4. Discussed the creative role classroom teachers can and do play in developing materials, showing pictures of types of materials developed by classroom teachers including pictures of some of the materials developed in the boys schools of Kabul.
5. Gave each teacher a mimeographed article entitled "Materials of Instruction" at the close of the meetings.

June Meetings: We continued to work on materials of instruction during these meetings emphasizing ways in which women teachers might create appropriate materials for enriching the program prescribed by the Ministry. Some of our activities were:

1. Answered questions on mimeographed materials distributed at the May meetings.
2. Gave a progress report on work being done by the Ministry and the Institute of Education in providing assistance to teachers in developing materials. Distributed books on art and materials of instruction written by Mr. Towfique, one for each school.
3. Talked briefly about how well selected materials of instruction can promote self-expression and learning.
4. Demonstrated through the use of charts and flannel board materials made by my counterpart and myself, ways in which any teacher can make instructional materials based on required texts.
5. Distributed chart paper and crayons to teachers interested in experimenting.

July Meetings: The major emphasis in these meetings was on helping teachers to plan lessons designed to help children to understand more clearly the meanings of what they read about in their texts. We stressed the kinds of teaching plans which promote thinking.

on the part of students. We developed our ideas through the following activities:

1. Discussed charts made by the teachers and brought to the group, emphasizing ways in which charts helped children to develop meanings.
2. Spoke briefly on language arts as an area in the school program.
3. Presented for discussion two types of teaching plans for language arts activities, the traditional type geared to memorizing assignments and reciting, and a more modern type geared to problem solving methods as means of developing thinking citizens.
4. Gave teachers copies of sample plans using both traditional and more modern approaches. These plans were worked out in relation to definite text assignments for a third grade Persian class and for an eleventh grade history class.

We found the teachers alert and thoughtful. As we worked, they grew in freedom to discuss ideas and to differ with each other. They also grew in freedom to negate our suggestions if they felt we were not meeting their needs. We were challenged by their analysis of their needs, by their questions and by the creativeness of many of the teachers in developing instructional materials.

Complete reports of these meetings, including copies of professional materials distributed, are available at the Institute of Education in Kabul.

Suggestions for the Establishment of Laboratory Schools

The Ministry approved the establishment of a laboratory school classrooms on the seventh class level in each of the secondary schools. Mr. Hashim and I spent considerable time investigating possibilities for these laboratory schools and we have some suggestions to make which we hope will be helpful to my successor.

Since the Columbia Education Team is committed to a philosophy which holds the learning environment to be of prime importance in establishing an effective laboratory school situation, a first problem was to find suitable classrooms, classrooms large enough to allow

for freedom of movement among the students and light and airy enough to be healthful. Since few of the schools for women have artificial light available, and since most of the primary schools are old private homes only slightly remodeled, this problem of providing proper light and space is a difficult one indeed. We found more classrooms on a secondary school level which hold possibilities for being made into good laboratory school situations than in the primary schools. However, the problem of obtaining good lighting exists in the secondary schools, as well as in the primary schools. From our observation, this is a problem in the schools for men as well as in the schools for women.

As to the staffing of laboratory schools, we found many intelligent and creative teachers. We found young women very much interested in their students and in improving themselves professionally, but we found no one with enough security in initiating modern educational practices to assume responsibility at the present time for demonstrating newer methods to other teachers. This fact made us feel that the selection of laboratory school teachers should be delayed until after professional in-service meetings are well established. However, we suggest that the following recommendations be considered when the teachers are ready for the organization of the laboratory school and the laboratory classroom.

Regarding the Primary School Laboratory classrooms we suggest:

1. That the four new classrooms now in the process of being built at Mastoori Ghorri School be used as laboratory school classrooms. The Ministry has done much to make these classrooms more suitable for children than the older classrooms. We suggest that some funds from the Columbia Team be used to improve the floors (perhaps prison tiles might be used) and to do things to brighten the room such as painting some parts of the rooms and building in arrangements for the storing and display of materials of instruction. (The Mastoori Ghorri School is accessible to a larger group of primary school teachers than any other primary school.)
2. That the laboratory classrooms be organized on the following class levels: a first class, a third class, a fifth class and a sixth class.
3. That the teachers for these classes be selected from those interested in attending the already established in-service meetings. We suggest that selections be made partly on a basis of the ability and the willingness of the teachers to try out the techniques suggested in the meetings. Of course, this would be only one

factor since study of the teachers in their classrooms, in order to ascertain the quality of their relationships with learners, would be the deciding factor in making selections. However, it is our judgement that teachers unable or unwilling to attend professional meetings and to learn through group experiences are not likely to be the most effective people for leadership positions in helping the women teachers of Afghanistan to gain insight into modern methods of teaching and for helping with the adaptation of such methods to the needs of Afghanistan.

4. That weekly group meetings of these teachers be held with the Columbia Team Specialist, the Directress of Primary Education and the Directress of the school and that these meetings be supplemented by individual conferences as needed. (The need for systematic meeting time may require payment for meeting time by the Ministry as part of the teacher's load.)
5. That a group of professional books and materials dealing with problems of elementary education be provided and kept at the Mastoori Ghor School for the use of these teachers, and that the teachers be allowed to take the books and materials home for study.

Regarding Secondary School Laboratory Classrooms we suggest:

1. That three secondary laboratory school classrooms be established, one at Malalai, one at Zarghuna and one at Rabia-i-Balkhi.
2. That teachers for these three classrooms be qualified as follows:
 - a. A teacher of the language arts proficient in teaching of reading, writing and literature.
 - b. A teacher of science on the seventh grade level who will teach general science and biology.
 - c. A teacher of social studies.

We recognize that these suggestions will require careful orientation of teachers to broader fields of teaching responsibility. If these suggestions are accepted, the practice of having teachers go from classroom to class-

room to meet their students will have to change. Since the classroom environment is of signal importance in the work of the laboratory school teacher, the students will need to go to the laboratory classrooms for instruction.

3. That the Ministry and the Columbia University Education Team collaborate in making these classrooms truly model classrooms in terms of both physical conditions and materials of instruction.
4. That the teachers selected for the laboratory school classes work in close cooperation with Institute of Education Specialists both on a conference basis and through the In-service Program.
5. That a good professional library shelf for teachers, containing both methods of teaching materials and reference material in each teacher's field of instruction, be provided for each of these classrooms.

Ideas Basic in Our Work With the Women Teachers of Kabul

Although we visited schools for both boys and girls in a number of provinces of Afghanistan and took part in many aspects of the work of the Columbia Education Team in the Kabul schools for boys, our work in the girls' schools of Kabul constitutes the most significant part of our contribution to the work of the Columbia Team. The preceding account of our meetings with the women will, I am sure, be helpful to my successor. However, this factual account stands as only one expression of our work and in many ways may hold less significance in future planning than an accounting of some of our observations about the women and of the basic ideas and feelings which guided us as we made our plans and developed our procedures. Because we were feeling our way step by step through the intricacies of two very different cultures, hence dealing with expressions of feeling deeply basic in the social ideas involved, much that I would like to record here will defy confinement to words. However, it seems important to me that I try to record as best I can, no matter how fragmentary it may be, some analysis of our thinking about the problems we met, some listing of the working goals which motivated our daily activities and some of the guiding ideas which we developed for ourselves as we carried out our responsibilities.

It was simple, indeed, to set our general goals, to say that

Afghanistan needs good programs of teacher education for women, both in-service and pre-service, that laboratory schools be established, that "teachers of teachers" be prepared, and that selected teachers and administrators be given some assistance in understanding modern methods of supervision. It was not simple, however, to set the necessary day by day goals and guides for our work. We faced problems of conflicting values; of practicality in terms of resources; time, weather and the energies of all involved; of communication; of acceptance, both personal and professional; of cadence; of sequence. The Afghan schools in their daily programs were following traditional patterns of memorizing and reciting. The teachers were essentially maintainers of discipline and hearers of recitations. These were our observations from our visits. But these practices were at variance with insights expressed by teachers as they discussed their problems with us. They were inconsistent with the goals for the development of Afghanistan communicated to us by Afghan leaders who conferred with the Columbia University Team or who addressed the groups of teachers assembled for study at the Institute of Education Winter Session. The vital, forward geared thinking of the Afghan leaders was directed toward newer patterns of education. They were concerned with the establishment of schools designed to produce a literate and thinking citizenry and creative leaders in such fields as medicine, education, government, engineering and business. Teachers, too, despite their general adherence to the traditional in their classrooms, were exploring more meaningful and more functional educational experiences. Obviously, the thinking of the people with whom we were working was already geared toward change. As we weighed values here, we saw ourselves, not as motivators of change, but as resource people for a professional group already working to put new social and educational insights into practice.

We began with close study of the women teachers in the ordinary routines of their days at home and at school. These women were - on the whole - very young, even those in positions of leadership. The headmistresses of most of the primary schools, the directresses of the secondary schools; and the directress of primary education were all under thirty. We found them intelligent, industrious and thoroughly worthy of their positions of leadership. Many of them were graduates of the University of Kabul, but none of them had professional preparation for their work in the sense that we conceive professional education in the United States. Their preparation had been solely on-the-job training. For instance, some of the women who are now headmistresses or directresses were once assistant headmistresses or directresses. Although, about fifty percent of the women teachers had had no formal education beyond the ninth class, we found them kind, generous and hospitable. They were keenly interested in the foreign women working in the schools and eager to investigate new ways. They were particularly interested in foreign clothing for their

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children as well as for themselves. One popular project which we sponsored, was a group of meetings dealing with the use of American patterns. Most of the women wanted very much to learn English. This desire came partly from a feeling that the ability to speak English would give them greater status and partly from the conviction that a knowledge of English would open up new and important fields of communication for them. We were able to offer some English classes but what we could do here was most limited because the greatest strength of the English Language Program of the Columbia Team seemed pledged to the boys' schools. However, I regard our effort to provide instruction in English as one of the most important things we did.

Many women showed great frustration over some of the conditions of their lives. They were unhappy over such cultural requirements as the chadaree and dependence on the male members of their families. Some of them said very freely that the Afghan women were being held down by the men and that many important opportunities available in the education of young men were denied to young women.

Another frustrating problem for them was the fact that many Afghan women do not have enough outlets for the expression of their creative powers. They may teach, work in some of the handicraft centers, become nurses or homemakers. There is no place for them in the business world and no acceptance of them in many of the professions. This lack of variety of opportunity turns many women to teaching who under other circumstances would not elect to teach. Unfortunately, some of this frustration seemed to find its way into classrooms and we saw instances where the unhappiness of some of the teachers was taken out on the children. Fortunately, this was the exception rather than the rule.

We were much concerned with the kinds of motivation which we sometimes found in operation in the classes of girls and in the thinking of the teachers about their own achievements. So many times, satisfaction was not based on the usefulness of the learning to the learner, but on meeting or surpassing the standards held for the men students. Women students seemed to get great satisfaction from being able to do "harder math problems than the men" and from getting "higher marks on the examinations than the men". This seemed to me to be a very sterile type of satisfaction and one that surely must lead to frustration in the end.

Even among the most forward thinking women and those most anxious to learn western ways, we found a high degree of conflict between values involved in the new ways being fostered in their society and values in their traditional ways of doing things. A tremendous problem rests here for unquestionably the unique good-

nesses of their own culture must be preserved as they seek to improve their systems of education and yet; if their country is to take a comfortable place in the modern world, conformity to tradition cannot be valued above creative thinking and action. Afghan women teachers are, in a very real sense, pioneers. So few Afghan women are educated, and so very few are college graduates, that those working to bring about universal education for women and to develop sound educational programs for women have few precedents to guide them either in their roles as educators or in their roles as educated women in a society which has not in the past been much concerned with the formal education of women and not at all concerned with ways in which educated women can serve a society other than as homemakers and mothers.

As we studied these and other factors in the lives of the women teachers, it became clear that our work could not follow any of the patterns for curriculum improvement commonly used in America. There are some basic social ideas and skills taken for granted by curriculum workers in western countries that do not exist in the ideology of the Afghan women teachers.

Although they showed interest in such organized professional areas as child study, methods of teaching and materials of instruction, their deepest concern seemed to us to center around more personal problems and problems concerned with the meaning of education rather than with methodology, such as:

1. What does it mean to be educated? Do educated people have special responsibilities?
2. What will it mean to Afghanistan to have many educated women? What differences will this make in the way we live? (Although universal education is established by law in Afghanistan, only about one percent of the girls of school age are in school.)
3. How can we help parents to value education for their daughters and to accept education of women as important for the development of Afghanistan?
4. What kinds of education should women have? Should their education be like the education of men?
5. What does it mean to be a member of the teaching profession? What are the responsibilities of a teacher? How should a teacher be educated? How can I get the kind of education a teacher needs? How do teachers work together to improve school programs?

6. How do women teachers fit into the national plans for developing the schools of Afghanistan? Do women teachers have any power? Do they count as creators of a better Afghanistan?

We tried to build for ourselves a picture of the Afghan woman teacher taking a more dynamic role in education, using her powers to bulwark and strengthen the work of the Ministry in behalf of the education of women and in developing good education programs for the country as a whole. We tried to envision her in an active professional role, rather than primarily as a channel for carrying out directions and as a hearer of recitations. We directed our thinking toward such problems as: What are effective steps to take in going from a method of work where teachers look to school officials for the whole organization and evaluation of the activities carried out in their classrooms, to a method of work which involves teachers creatively in the planning and evaluation of programs of learning? What are the day by day tolerances of people engaged in making such change in their systems of education? What are the kinds of things that outsiders can do for people so engaged and where are the places no outsider has the right to step?

Needless to say, we could find no ready answers to these questions but through our thoughtful consideration of the implications necessarily involved in working for their solution, we developed insights and ideas which we feel gave satisfying direction to our work, and which may be helpful to those carrying on.

We decided that our first and most important task was to help the women to think more constructively about themselves and to accept the fact of being a woman as being good. We did all that we could to help them to develop a sense of status and pride in their womanhood. We worked to develop understanding of the role of women in a modern society stressing creative roles growing out of the physical nature of women and having their expression in motherhood and home making, and stressing the use of the talents of educated women outside the home as of crucial importance in the building of a modern society. We tried to help these women to set goals which can be worked toward under the present conditions of their lives which will contribute toward a better Afghanistan now, and to learn methods of work which will prepare them to be more effective citizens when some of the present restrictions on women's activities are lifted.

We also worked to establish and extend such ideas as the follow-

ing:

1. Developing sources of power -

- a. Power grows from working to achieve cherished ideals. We felt it important here to help the women to see goals as apart from institutions and ceremonies traditionally surrounding them and to envision cherished ideals as guiding them ever onward to new ways rather than as binding them to the past.
- b. Power grows out of union in working for a valued cause. The whole concept of group power was largely unexplored by the women with whom we worked. In some small ways we were able to help them to see their own power as a professional group when they joined together in taking a stand.
- c. Power grows out of intelligent use of facts. The whole idea of facts as useful instruments in working for a goal seemed new to these women. They had memorized great numbers of facts about many things but did not habitually try to use their knowledge to better their lives. For instance, many of the women could recite astounding numbers of facts about water purification and health, but they were willing to drink from the same stream in which they washed unclean hands. We tried to help them to line up facts about their school situations in ways that commanded constructive action. We tried to help them to differentiate between fact and opinion in decision-making and to seek factual information as a basis for making decisions.
- d. Power grows out of a variety of leadership, followship patterns. We found little insight into leadership other than status leadership. We worked to help the women value recognition from their peer group as well as recognition from status leaders. We tried to find interests among the teachers and foster experiences which used their leadership in group situations.
- e. Power grows out of effective means of communication. Here we tried to help the women feel that all people concerned should know as much as possible about what was happening in the schools and why. We talked about ways of communication with parents and with other professional workers. Communication is a problem for Afghan women teachers. Group meetings among women other than relatives are not commonly accepted. We had difficulty in obtaining permission from the authorities to hold professional meetings for the women teachers in the beginning of our program. We were

told that the women would not come. We insisted on the meetings, risking failure. Fortunately, the women were most cooperative and the meetings were successful. However, the teachers need much assistance as a fruitful means of professional communication.

2. Accepting change as continuous and inevitable in society and therefore in the educational systems a society supports:

a. Professional people think ahead toward possible change and approach change thoughtfully. The teachers seemed to have given little or no thought to the teacher's role as a positive agent for promoting constructive change in their country. For many, change was something to be resisted as long as possible, and something to adjust to when it seemed inevitable. We tried to relate change and choice in the thinking of the teachers and help them to look ahead toward a variety of ways of "going out to meet the new". For instance, we gathered all the information we could about the program of the Ministry of Education for developing better text books. We opened up some problems of publication, such as how to illustrate --- e.g. Should western clothes be used in the pictures or native Afghan clothes. We talked about different ways to meet such problems and the kinds of changes teachers might want to make in their programs in order to use the new materials more effectively.

b. Education is a powerful force in determining the direction of social change. Education is highly respected in Afghanistan. A well educated man is greatly esteemed. Traditionally, this esteem is accorded for what a man knows as a classical scholar rather than for any use he makes of his knowledge. Labor which is other than mental is looked down upon, and the educated man is not supposed to soil his hands. We tried to help the women to look at thought and action (including labor with the hands) as related in developing Afghanistan. We tried to help them to see themselves as "salesmen" for education through how they use their education in meeting problems in their individual lives. We tried to help them to identify ways in which what a child learns in school can make a difference in how he and his family live at home, and in the ways in which they

all work together for the development of Afghanistan.

Working for the understanding and acceptance of such ideas as these about the role of women in a modern society, about power and about the role of education in social change was foundational in all of our visits to the schools, in our conferences and in our meetings. Such ideas as these were our guidelines and in a sense "our torches" as we worked to help the Afghan women to do well what they were trying to do, to develop for themselves the stimulation of satisfying achievement and to build more challenging educational goals for their country.

Our thinking went somewhat like this. We will talk to the Afghan teachers about text books and lesson plans and how to understand children, but as we do this we will try to communicate such ideas as the following: You must learn to know and value yourself as individuals, as women, and as professional people. You must find sources of power within yourself and learn to use them for your own development and the development of others. You must seek the meanings important in the life of your country and translate them into the ideals which will guide you in working out goals and procedures for developing effective programs of education for your country.

Some Ground Rules

Our respect for the women teachers was tremendous and it grew as we gained insight into their lives, into their ideas and ideals and into their methods of work. In all that we did, we tried to communicate this respect to them and to aid them in developing greater self-respect and insight into their own powers. Listed below are some "ground rules" which we found helpful:

1. We transmit no orders to anyone. We gave many suggestions but we always tried to leave the teachers free to reject our suggestions if they wished.
2. We never "checked up" on anyone. We were interested in what teachers did about our suggestions but we felt that all participation in our program should be voluntary.
3. We gave careful attention to even the smallest request of a teacher, even if it seemed irrelevant to the problems of establishing teacher education programs. When we could find no way of carrying out the request, we reported back giving reasons for our failure.

4. We accepted disagreement and did all we could to communicate the fact that we valued ideas of others whether they agreed with us or not.
5. We refrained from making negative remarks and from agreeing with others who tried to make negative remarks about any teacher in our presence.
6. We had a written professional plan for every meeting and we obviously used it.
7. We brought in materials of instruction that we had made with our own hands and tried to share with the group the satisfaction a teacher can get from preparing materials of instruction for his class.
8. We used as much concrete material as possible in our meetings -- models, translations, pictures, etc. Where possible, we used materials from Far East and Middle East Schools or from United Nations projects. We gave out some printed or mimeographed material at every meeting.
9. Wherever possible, we related curriculum suggestions to text materials approved by the Ministry, suggesting various ways of using and means of enrichment.
10. We systematically informed the women of all activities of the Institute of Education and where appropriate, worked to help them to relate the activities of the men teachers to problems they were facing in the schools for women.
11. Whenever possible, we put the problem a teacher raised in a world setting before answering in terms of the immediate Afghan situation.
12. Our emphasis in group meetings was on what individual teachers wanted and how we could best help individuals. As individuals learned to state their problems, we tried to help teachers to recognize common problems as a basis for developing habits of sharing.
13. There was never any pressure placed on any teacher to participate in any way.
14. We systematically informed members of the Ministry of Education and the Chief of the Columbia Education Team of our activities

in the schools for women through a monthly report. To this we attached copies of all materials distributed to the women.

15. We tried to be resourceful in showing our appreciation of all that was done in the direction of developing more flexible professional practices and better ways of teaching.

Some Recommendations

Suggestions growing out of our experiences are interspersed throughout this report. However, it seems appropriate to list the following recommendations in closing:

Regarding further educational opportunities for women in Afghanistan:

1. That provision be made for women students who marry to continue their education on both a full time and a part time basis.
2. That after school classes on a secondary school level be established so that all teachers may have an opportunity to become twelfth class graduates, and that professional education courses be included.
3. That programs of home economics be enlarged and extended so that more women will have opportunities to learn modern skills of home making.
4. That programs of first aid and home nursing be established in both primary and secondary schools.
5. That more emphasis be given to programs of liberal arts in the Women's Faculty of the University of Kabul.

Regarding school buildings:

1. That attention be given as soon as possible to building regular primary school buildings with proper lighting, work and play space and with proper sanitary facilities. I suggest that the best possible type building be put up in the old city of Kabul and that this be used as a community center for women, as well as for a school.
2. That more attempt be made to make existing classrooms more

attractive through the use of paint and the building of bulletins, shelves and other means for the display of students' work and of materials of instruction.

Regarding assistance to the teachers in developing their school programs:

1. That means of motor transportation be provided for Afghan women in leadership positions involved in work in more than one school. The time of supervisors such as Miss Alia and Mrs. Masooma Wardakee could be used to much more advantage if they did not have to spend so much time going from place to place on foot or by ghauri.
2. That more opportunity for systematic in-service teacher education meetings be established.
3. That women teachers in leadership positions and members of the Ministry concerned with the education of women hold monthly meetings to work out problems in the education of women.

Regarding education and travel abroad:

1. That small groups of women teachers be taken on short visits to nearby countries such as India, Pakistan and Iran to study educational institutions for women and women's role in other societies.
2. That more able women be sent to America for study in education.
3. That able Afghan men, who are men of status in the Ministry and who are interested in the education of women, be given grants to go abroad to study education of women in other countries, one to go to an Eastern Country such as India, one to the United States, and one to Europe and that these men upon return meet and work systematically with the women leaders over a continuous period of time finding ways to use their learning for the improvement of Afghan Schools for Women.

Regarding a pre-service teacher education program in the secondary schools:

1. That as soon as some laboratory classrooms are established, steps be taken to set up a regular class in primary school education in Jalalai and Zarghuna, eleventh classes - this class to meet six class periods each week scheduled somewhat as follows: Monday 9 - 10, Wednesday 9 - 12, Saturday 9 - 10.

2. That the day on which successive periods are scheduled be used as a time for visiting and working in the laboratory school classrooms and for visiting various institutions engaged in the education of women.
3. That the other two class periods be devoted to study of Child Development and Methods and Materials of Instruction.
4. That, following this year of professional study, all twelfth class students spend a full school year working a half day as student teachers, spending half of the day in a laboratory school working under the guidance of a laboratory school teacher and half of the day working as an interne in a primary school under the cooperative guidance of the head mistress of the school and the teachers of professional classes at Malalai and Zarghuna.
5. That in the first two years of this program, an American specialist and an Afghan woman counterpart teach these groups of students and supervise their student teaching and that during these years, the Afghan woman counterpart study to develop competence for taking over the classes and supervision on her own.

Regarding a pre-service teacher education program on faculty level:

1. That professional classes for women teachers now studying in the faculty or who have graduated from the faculty be organized as soon as possible.
2. That one of these classes be geared to the preparation of secondary school teachers but that others be organized for the assistance of all teachers seeking further education in their professional fields.
3. That, in so far as possible, instructors be Afghan men and women who have studied abroad and that they work in consultation with appropriate specialists from the Columbia Team after the pattern of the Darul MoAllamein winter sessions during the first years of the program.
4. That, as the program develops, courses be organized to provide professional preparation for women who will hold leadership positions as well as courses designed to promote the improvement of instruction in classrooms.

Regarding the assistance of the Columbia Team:

1. That more members of the team (men as well as women) be permitted to

as a basis for the schools for women. There is particular need for the assistance of a specialist in science.

2. That more provisions be made for teaching the Afghan teachers English. They wish to learn English. Also, knowing English will open broad new means of communication.

3. That provision be made for more association of Afghan women with foreign women and with Afghan women who lived in different parts of the world.

4. That the Columbia Team provide an additional woman specialist in teacher education to work full time at least four days a week in the primary school where laboratory class rooms are established, taking responsibility for the in-service education of the laboratory school teachers and assisting with the in-service program for teachers generally.

I realize that changes may have occurred during the nine months I have been away from Afghanistan which may make some of these recommendations untimely or inappropriate.

I left Afghanistan and the work of the Institute of Education with regret. My year in Afghanistan was an extremely rewarding professional experience. I wish to thank all of my colleagues both Afghan and American for all that they did to improve the quality of my thinking about education and about life in the world today.